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Lesson 13--Technology for the Future--You are the new Leaders!

One of our students recently commented about technology and just where are we heading. What do we expect technology to do in our classrooms? Distance learning technologies are extremely expensive and must be managed carefully and with considerable forethought and vision. Our guest presenter and student presentations this week will show us cutting edge educational technology that is being tried in our schools today. What will you be doing with these forms of technology....what good are they? Our classmate made a very pointed comment about how complicated and expensive technology is to use, but too often teachers are reluctant to use them, especially if training was insufficient or absent. Why is training so vital to technology integration?

Student Presentations:

Student Presentations: As scheduled. Be sure to contact George to schedule your presentation if you haven't doone so all ready.

PDF Reading: Technology Delivered Matrix….Utah's own! Cynthia Grua (USBOR), George Miller (USOE), Richard Siddoway (USOE), Darrin Olsen (USU)

PDF Reading: Barriers to Distance Educaiton.

PDF Reading: The Distance Education Balance Sheet, by Rick Shearer.

PDF Resource: Instructional Design Matrix for Learning Styles--Carla Lane.

PDF Resource: Leadership in Distance Education

Ppt Reading: Leveraging Technology for Learning. David Brown

PDF Reading: Leveraging Technology for Learning. David Brown

PDF Resource: Touching the Untouchable--The Future has Changed.

PDF Resouce: The Promise of Elearning Standards.

Threaded Discussion: Be sure to post your comments and critiques of the student presentation from tonights' lesson.

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Threaded Discussion "Topic of the Week" Class Presentations This Week--Critique. Be sure to fill out the EDNET Minilesson Evaluation form for each of these presentations, then transfer the information to their threaded discussion site at WebCT.

Something of Interest: Here is my favorite article on using Technology in the Classroom. Pacing Change by Jamie McKenzie....See pages 3-5. Also, directly below is a new article on censoring.
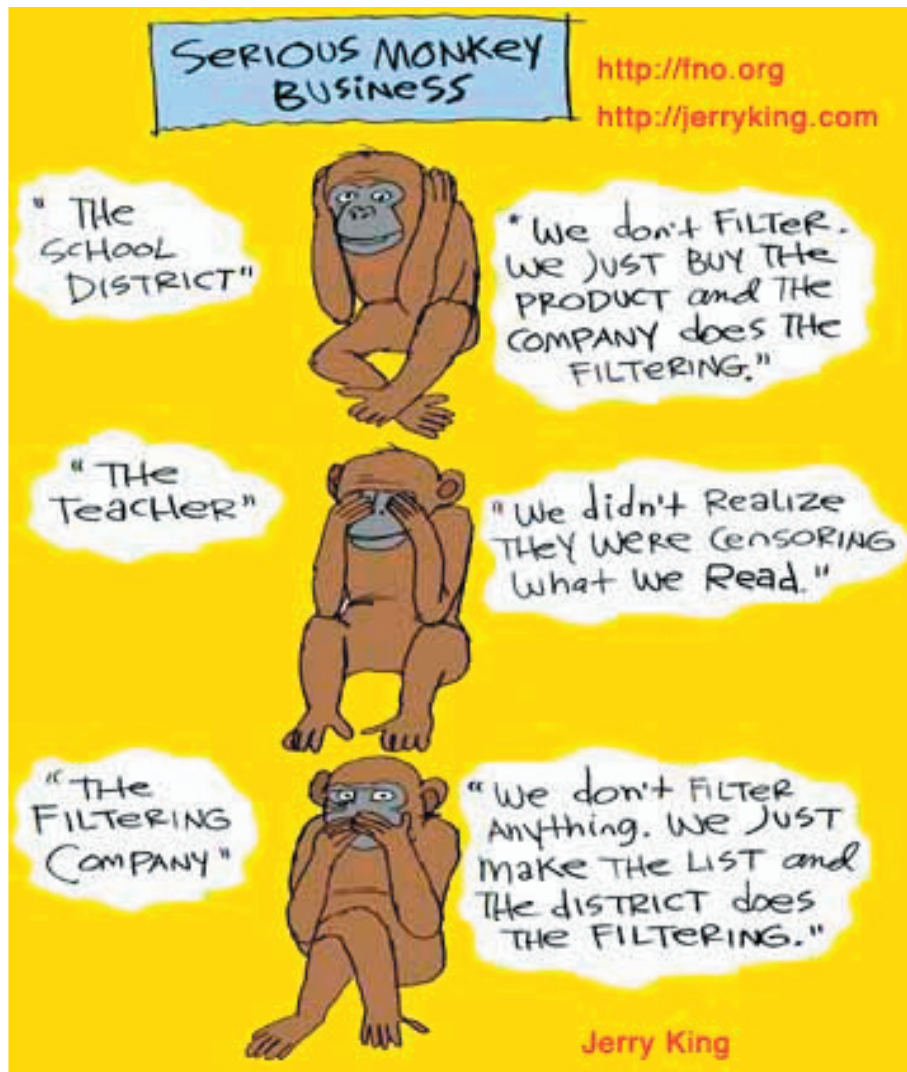
Telling Teachers What to Read

All of sudden we have Big Brother coming to school, filtering some points of view and leaving others unfettered.

Censorship becomes policy and practice.

Should teachers allow this violation of their rights?

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While the copyright for this cartoon by Jerry King belongs to From Now On, readers may distribute and republish provided they reproduce the credit with a link to Jerry's Web site http://www.jerryking.com/ and to From Now On http://fno.org.

http://www.fno.org/feb2005/censoring.html. Be sure to read this article on censoring by schools. It is about 3 pages and is very good. What is your district keeping from you?

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Pacing Change

by Jamie McKenzie

Slow down, you move too fast.

You got to make the morning last.

Simon & Garfunkle

When it comes to networking schools and classrooms, leaders tend to rush things.

Just as folk wisdom argues that "Haste makes waste," research on   change in schools warns against riding change mobiles through avalanche territory (Fullan, 1991).

Even though the shortest distance is usually a straight line, most road and railway builders know better than to head straight up a mountain without providing plenty of curves. They rely on switchbacks to keep the angle of ascent reasonable. They know engines have their limits.

Schools should follow this example. They should make the strategic pacing of change a priority if they hope to see a real (and beneficial) shift in classroom practice

Schools should provide switchbacks, rest stops and plateaus as they network. They should also allow for different starting times.

In the past few years we have asked teachers and students to leave behind the security of unwired classrooms in order to enjoy wired classrooms and global networks. And now we are asking them to adjust once again - this time to wireless classrooms! All the while, new state standards and tests provide a constant backdrop of storm clouds and thunder that make it hard for teachers to take risks or to embrace new strategies (Becker, 1999).

A frenzied pace of change can prove disheartening and disabling. It may create the appearance of change without any value being added. It might even stall growth as members of the community cling to the familiar in the face of threats and chaos.

A single coyote kicks up a cloud of dust digging for a long lost soup bone. From far away, the cloud creates the appearance of a speeding roadrunner as the wind sweeps dust along the highway.

Sometimes schools create the mere appearance of movement. But careful planning can provide the calm, the shelter, the resources and the time so teachers will make substantial, lasting progress.

Virtual change is a publicity stunt. Real change is harder to realize but infinitely more valuable.

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Traits of Managed Change

1. Professional development precedes or accompanies installation

Sprinkling computers across classrooms is easy. Fostering daily, routine and robust use tied to curriculum standards is quite another matter. Districts should provide standards-based professional development that showing teachers how to change student performance (McKenzie, 1999).

2. Program development precedes or accompanies installation

Networked computers are great for exploration and investigations, for problem-solving and engaged learning activities that could pay off handsomely on demanding state tests and standards if the teachers are shown the connection between research, inferential reasoning and the state standards (McKenzie, 2000).

3. Resources are moved about strategically where they are most welcome

Wireless computers allow rapid movement of computers where they are most welcome and will do the most good. Teachers require "critical mass" to make profitable, intense, daily use of networked computers. In most cases, they are better off with 15 computers for one week every two months than 2-3 computers all year.

4. No classroom or program before its time

Premature installation creates few converts and fails to promote robust use. First we design learning experiences worth doing. Then we provide the equipment. No carts before the horses!

5. Different schedules and pathways for different folks

 We make it clear that all will take the journey, but we provide latitude and choice when it comes to the timing and the nature of each professional journey of change. A sense of choice is directly associated with buy in and full participation. When teachers can match learning to their individual styles and preferences, they are more apt to travel from the tried and true.

6. Recruitment and courtship precede assignment

We will not see robust use unless we have taken the time to demonstrate the worth of the new tools and have convinced teachers that new technologies can make a real contribution. Announcing change without courtship often results in resistance rather than progress.

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7. Escape is eliminated

We set a reasonable time limit, provide generous support to learn new strategies, build clear expectations into curriculum guides and hold all teachers accountable to offer what the guides prescribe. We remove barriers, eliminate excuses and make the new opportunities enticing.

8. Leaders question and listen

Those in charge of the implementation ask lots of questions and take the time to listen to those who must make the program work. "How is it going? How can I help? What needs changing?"

9. Retreat, regrouping and rethinking are honored

Not everything will go as planned. Smart schools learn as they go, adjusting the plan and modifying strategies to optimize results.

References

Becker, Henry. 1999. "Internet Use by Teachers" Web site at University of California Irvine http://www.crito.uci.edu/TLC/FINDINGS/internet-use/startpage.htm)

Fullan, Michael. 1991. The New Meaning of Educational Change. Teachers College Press.

McKenzie, Jamie. 1999. How Teachers Learn Technology Best. FNO Press. http://fnopress. com/books.html

McKenzie, Jamie. 2000. Beyond Technology: Questioning, Research and the Information Literate School. FNO Press.   http://fnopress.com/books.html

From Now On

The Educational Technology Journal   http://www.fno.org/ This web site is managed by Jamie McKenzie and is an excellent resource for Distance Learning Teachers. Be sure to visit it soon. There is always a good Technology cartoon for you!

Next week is our last time together. A number of you will be graduating shortly, so please have all of your lesson materials (Papers, Synchronous DL Presentation, Observations and Quizzes, postings, etc.) done by April 20th (Wednesday)--the sooner the better.

Quiz #6 will be available on April 17th -- April 23rd. Like all our other quizzes, it will be multiple choice, and most likely pretty easy...but be sure to do it!

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Presentation # 1

EDNET Mini-Presentation Evaluation Form

Topic _____

Please circle one out of the 4 answers for each item.

4 = Very well done 3 = Well done 2 = Fairly well done 1 = Needs improvement

(Make a comment if you select a 1)

Personal Qualities

A. Appearance	4 3 2 1
B. Poise	4 3 2 1
C. Personality	4 3 2 1
D. Enthusiasm	4 3 2 1

Delivery

A. Posture	4 3 2 1
B. Body Language	4 3 2 1
C. Eye Contact	4 3 2 1
D. Involves Student at Local and Remote Sites	4 3 2 1
E. Humor	4 3 2 1
F. Rapport with Students	4 3 2 1
G. Movement Appropriate for Lesson	4 3 2 1
H. Timing	4 3 2 1
I. Uses Handouts	4 3 2 1
J. Uses Other Media	4 3 2 1

Organization

A. Preview	4 3 2 1
B. Draws Attention	4 3 2 1
C. Logical Development	4 3 2 1
D. Focuses Attention on Important Points	4 3 2 1
E. Clarifies Terms Used if Necessary	4 3 2 1
F. Grammar	4 3 2 1
G. Summary	4 3 2 1

Comments

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Presentation # 2

EDNET Mini-Presentation Evaluation Form

Topic _____

Please circle one out of the 4 answers for each item.

4 = Very well done 3 = Well done 2 = Fairly well done 1 = Needs improvement

(Make a comment if you select a 1)

Personal Qualities

A. Appearance	4 3 2 1
B. Poise	4 3 2 1
C. Personality	4 3 2 1
D. Enthusiasm	4 3 2 1

Delivery

A. Posture	4 3 2 1
B. Body Language	4 3 2 1
C. Eye Contact	4 3 2 1
D. Involves Student at Local and Remote Sites	4 3 2 1
E. Humor	4 3 2 1
F. Rapport with Students	4 3 2 1
G. Movement Appropriate for Lesson	4 3 2 1
H. Timing	4 3 2 1
I. Uses Handouts	4 3 2 1
J. Uses Other Media	4 3 2 1

Organization

A. Preview	4 3 2 1
B. Draws Attention	4 3 2 1
C. Logical Development	4 3 2 1
D. Focuses Attention on Important Points	4 3 2 1
E. Clarifies Terms Used if Necessary	4 3 2 1
F. Grammar	4 3 2 1
G. Summary	4 3 2 1

Comments

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Presentation # 3

EDNET Mini-Presentation Evaluation Form

Topic _____

Please circle one out of the 4 answers for each item.

4 = Very well done 3 = Well done 2 = Fairly well done 1 = Needs improvement

(Make a comment if you select a 1)

Personal Qualities

A. Appearance	4 3 2 1
B. Poise	4 3 2 1
C. Personality	4 3 2 1
D. Enthusiasm	4 3 2 1

Delivery

A. Posture	4 3 2 1
B. Body Language	4 3 2 1
C. Eye Contact	4 3 2 1
D. Involves Student at Local and Remote Sites	4 3 2 1
E. Humor	4 3 2 1
F. Rapport with Students	4 3 2 1
G. Movement Appropriate for Lesson	4 3 2 1
H. Timing	4 3 2 1
I. Uses Handouts	4 3 2 1
J. Uses Other Media	4 3 2 1

Organization

A. Preview	4 3 2 1
B. Draws Attention	4 3 2 1
C. Logical Development	4 3 2 1
D. Focuses Attention on Important Points	4 3 2 1
E. Clarifies Terms Used if Necessary	4 3 2 1
F. Grammar	4 3 2 1
G. Summary	4 3 2 1

Comments

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Presentation # 4

EDNET Mini-Presentation Evaluation Form

Topic _____

Please circle one out of the 4 answers for each item.

4 = Very well done 3 = Well done 2 = Fairly well done 1 = Needs improvement

(Make a comment if you select a 1)

Personal Qualities

A. Appearance	4 3 2 1
B. Poise	4 3 2 1
C. Personality	4 3 2 1
D. Enthusiasm	4 3 2 1

Delivery

A. Posture	4 3 2 1
B. Body Language	4 3 2 1
C. Eye Contact	4 3 2 1
D. Involves Student at Local and Remote Sites	4 3 2 1
E. Humor	4 3 2 1
F. Rapport with Students	4 3 2 1
G. Movement Appropriate for Lesson	4 3 2 1
H. Timing	4 3 2 1
I. Uses Handouts	4 3 2 1
J. Uses Other Media	4 3 2 1

Organization

A. Preview	4 3 2 1
B. Draws Attention	4 3 2 1
C. Logical Development	4 3 2 1
D. Focuses Attention on Important Points	4 3 2 1
E. Clarifies Terms Used if Necessary	4 3 2 1
F. Grammar	4 3 2 1
G. Summary	4 3 2 1

Comments

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Presentation # 5

EDNET Mini-Presentation Evaluation Form

Topic _____

Please circle one out of the 4 answers for each item.

4 = Very well done 3 = Well done 2 = Fairly well done 1 = Needs improvement

(Make a comment if you select a 1)

Personal Qualities

          A. Appearance   4 3 2 1

          B. Poise   4 3 2 1

          C. Personality   4 3 2 1

          D. Enthusiasm   4 3 2 1

Delivery

          A. Posture   4 3 2 1

          B. Body Language   4 3 2 1

          C. Eye Contact   4 3 2 1

          D. Involves Student at Local and Remote Sites   4 3 2 1

          E. Humor   4 3 2 1

          F. Rapport with Students   4 3 2 1

          G. Movement Appropriate for Lesson   4 3 2 1

          H. Timing   4 3 2 1

          I. Uses Handouts   4 3 2 1

          J. Uses Other Media   4 3 2 1

Organization

          A. Preview   4 3 2 1

          B. Draws Attention   4 3 2 1

          C. Logical Development   4 3 2 1

          D. Focuses Attention on Important Points   4 3 2 1

          E. Clarifies Terms Used if Necessary   4 3 2 1

          F. Grammar   4 3 2 1

          G. Summary   4 3 2 1

Comments

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Presentation # 6

EDNET Mini-Presentation Evaluation Form

Topic _____

Please circle one out of the 4 answers for each item.

4 = Very well done 3 = Well done 2 = Fairly well done 1 = Needs improvement

(Make a comment if you select a 1)

Personal Qualities

A. Appearance	4 3 2 1
B. Poise	4 3 2 1
C. Personality	4 3 2 1
D. Enthusiasm	4 3 2 1

Delivery

A. Posture	4 3 2 1
B. Body Language	4 3 2 1
C. Eye Contact	4 3 2 1
D. Involves Student at Local and Remote Sites	4 3 2 1
E. Humor	4 3 2 1
F. Rapport with Students	4 3 2 1
G. Movement Appropriate for Lesson	4 3 2 1
H. Timing	4 3 2 1
I. Uses Handouts	4 3 2 1
J. Uses Other Media	4 3 2 1

Organization

A. Preview	4 3 2 1
B. Draws Attention	4 3 2 1
C. Logical Development	4 3 2 1
D. Focuses Attention on Important Points	4 3 2 1
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F. Grammar	4 3 2 1
G. Summary	4 3 2 1

Comments

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